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ABSTRACT

The establishment and growth of black colleges in the United States is traced from a catechizing school in New York City in 1704 to the present day. After a brief historical review, statistics are given in contemporary colleges, students, accreditation, and location. Problems facing the institutions and students are addressed and the future assessed. Positive forces operating to assist them in surviving are outlined, including federal support and scholarship programs. Some recommendations are offered for maintaining and strengthening existing institutions, dealing with library facilities, financial support, curricula changes, tuition fees, and admissions policy. (LBH)

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THE BLACK COLLEGES

U.S. DEPARTMENT OF HEALTH,
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Educating the American Negro has been a saga of "blood, sweat and tears" for countless educators, philanthropists, clergymen and others in sympathy with the cultural deprivation of black human beings.

The ordeal of slavery, followed by a century of segregation and discrimination forced the Negro to live in a cultural no-man's land. He was stripped of his African culture, language and religion, and at the same time, by exclusion and denial was not permitted to enter the mainstream of American life.¹

The first step in his education was as early as 1704 when christianization of the Negro resulted in the founding of a catechizing school in New York City at Trinity Church. In 1774 the Quakers set up a school in Philadelphia, even though slavery was considered incompatible with education.

The philosophy of the American Revolution, the "natural rights of man," further promoted Negro education. Benjamin Franklin favored complete education for the Negro; Thomas Jefferson believed in education for industry and agriculture, but not stressing the intellectual; some white masters even taught their slaves themselves. However, before the Civil War the literacy of the American Negro has not been determined, although a few were permitted to attend Oberlin and Harvard Medical School. Several Negroes were even appointed to faculties of white colleges, such as Central College in McGrawville, New York, during this pre-Civil War period.

The founding of Ashmun Institute in Oxford, Pa., by the Presbyterians in 1854 (which became Lincoln University in 1866), and the founding of Wilberforce University, Xenia, Ohio, in 1856 by the Methodist Episcopal Church, led to the realization that opposition to the education of blacks was waning. Establishment of other black colleges then halted because of the Civil War.

After the Civil War, Booker T. Washington described the Negro's desire for education as "a whole race trying to go to school. Few were too young and none too old, to make the attempt to learn."² When any kind of teacher could be found, day and night schools were filled, the older people trying to learn to read the Bible before they died.

It soon became clear that it would be necessary for blacks to attain higher education to give them the power and knowledge to work out their own salvation. Congress passed an Act on March 3, 1865 creating the Freedmen's Bureau to provide for the mental and spiritual improvement of 4,000,000 freed men. Soon it was evident that education on a college level so that black teachers could be supplied was a necessity, and by 1872 a system of colleges became the primary source for higher education for the blacks. Among the privately-controlled institutions then established were: Atlanta, Clark, Morehouse, Tongaloo, Fisk, Hampton. Institutions publicly-controlled from their inception at that time were: Howard and Alcorn. Lincoln in Pennsylvania and Morgan later were converted to State control.

In 1872, when the Freedmen's Bureau no longer existed, benevolent church societies with missionary zeal carried on its commitment to educate and elevate the blacks so long denied their constitutional rights. They were instrumental in establishing such present-day colleges as Tuskegee, Johnson C. Smith, Meharry, Virginia Union University and Bishop.

Publicly-controlled colleges were also established in this period including Virginia State, West Virginia State, Florida A & M, Delaware State, Kentucky State, etc. These public colleges were constructed to comply with the Congressional act that created The Morrill Fund to provide an agricultural and mechanical college for each state, but in the beginning blacks benefited from the fund in only three states. Allocations were made to Hampton in Virginia, to Claflin in South Carolina,

and Alcorn in Mississippi. In 1890 an Act of Congress specified that blacks would have to be allotted equal portions of the fund, so to maintain eligibility, states established separate black colleges, giving strength to the doctrine of "separate but equal." These colleges were designated Land-Grant Colleges.

The missionary era in the education of blacks reached its peak by 1900, and at the beginning of the twentieth century black educators and philanthropists such as Rockefeller, Peabody, Rosenwald established foundations for continued support of the black colleges.

The period between World War I and World War II produced more college graduates from Northern colleges and Negro institutions in the South, and improvements in the caliber of education dispersed resulted in many black colleges receiving regional accreditation. In this period the Negro Land-Grant colleges with their financial support attracted larger enrollments than the smaller privately financed institutions. To aid these colleges, The United Negro College Fund was initiated at the end of World War II to assist them with their rising financial needs. By the end of 1964, the Fund had raised \$30,000,000 and today serves 40 privately controlled black colleges.

In considering the growth of the Negro college some statistics are important:

1. In 1900 enrollment in predominantly black colleges was 2,624, and in 1963-64, enrollment in 105 colleges and universities attended predominantly by Negroes was 107,278.
2. In 1900 there were 99 black colleges, and in 1964 there were 116 operated primarily for Negroes.
3. After the 1954 decision of the Supreme Court, in 1964 approximately 200 white students had enrolled in all-Negro colleges, and integration had become a two-way street. Lincoln University in Jefferson City, Missouri, in 1954 had an all-Negro enrollment, and in 1965 had a 50% white population.

4. A study made of predominantly Negro colleges and universities in the United States between 1963-1964 follows showing their location, enrollment, affiliations, and types of degrees offered follows.³

A typical black, privately owned college is Virginia Union University, Richmond, Virginia, founded more than 100 years ago by The American Baptist Home Mission in 1865 to provide quality education for young men and women. The focus of the University has always been intellectual discipline, emphasizing religious commitments. Their motto is "In Union there is strength," since black colleges have had to be strong to survive, transcending countless obstacles.

Their mission is a commitment to the liberation of the human mind; to enable men and women to become leaders in the American culture, through medicine, science, law, business, theology, teaching and community service; to help students see beyond their present horizons and seek to become vital contributors to their society. Their goals:

1. To encourage an appreciation of Negro heritage and identity.
2. To offer a broad program in Liberal Arts to stimulate interests and achievement for effective citizenship.
3. To present specialized programs which lead to graduate study.
4. To provide group and personal counseling experiences to enable students to reach their full potential.
5. To offer special programs of remediation to those disadvantaged by environment and/or prior educational deprivation before entrance to college.
6. To make a special effort to bring the campus to the city to erase the gap between education and business and industry.
7. To provide continuing education for the community to help solve existing problems there.

PREDOMINANTLY NEGRO COLLEGES AND UNIVERSITIES IN THE UNITED STATES, 1963-1964*

INSTITUTION	LOCATION	TYPE	AFFILIATION	ACCREDITED*	USOE LIST*	TOTAL ENROLLMENT
ALABAMA						
*Alabama A & M College ^d	Normal	Master's	State	✓	✓	1,104
Alabama Lutheran Academy and College	Selma	Junior	Lutheran	—	—	34
*Alabama State College	Montgomery	Master's	State	—	✓	1,351
*Daniel Payne College	Birmingham	Junior	AME	✓	✓	286
Lomax-Hannon College	Greenville	Junior	Methodist	—	—	17
Miles College	Birmingham	Bachelor	CME	—	✓	774
Oakwood College	Huntsville	Bachelor	SDA	✓	✓	346
Selma University	Selma	—	—	—	—	184
Stillman College	Tuscaloosa	Bachelor	Presb. US	✓	✓	529
*Talladega College	Talladega	Bachelor	AMA-P	✓	✓	425
*Tuskegee Institute	Tuskegee Institute	Master's	Private	✓	✓	2,450
ARKANSAS						
Arkansas Mechanical & Normal College	Pine Bluff	Bachelor	State	✓	✓	2,242
*Philander Smith College	Little Rock	Bachelor	Methodist	✓	✓	619
*Shorter College	North Little Rock	Bachelor	AME	—	✓	204
DELAWARE						
*Delaware State College	Dover	Bachelor	State	✓	✓	563
DISTRICT OF COLUMBIA						
District of Columbia Teachers College	Washington	Bachelor	City	✓	✓	1,459
*Howard University	Washington	Doctoral	Private	✓	✓	6,288

FLORIDA						
*Bethune-Cookman College	Daytona Beach	Bachelor	Private	✓	✓	720
*Collier-Blocker College ^d	Palatka	Junior	County	—	✓	88
*Edward Waters College	Jacksonville	Bachelor	AME	—	✓	787
*Florida A & M University	Tallahassee	Master's	State	✓	✓	3,149
*Florida N & I Memorial College	St. Augustine	Bachelor	Private	✓	✓	341
*Gibbs Junior College ^d	St. Petersburg	Junior	County	✓	✓	643
*Hampton Junior College	Ocala	Junior	County	—	✓	231
*Johnson Junior College	Leesburg	Junior	County	—	✓	113
*Lincoln Junior College	Fort Pierce	Junior	County	—	✓	96
*Roosevelt Junior College	West Palm Beach	Junior	County	—	✓	231
*Rosenwald Junior College	Panama City	Junior	County	—	✓	79
*Suwannee Junior College	Madison	Junior	County	—	✓	173
*Volusia County Junior College	Daytona Beach	Junior	County	—	✓	338
*Washington Junior College	Pensacola	Junior	State	—	✓	193
GEORGIA						
*Albany State College	Albany	Bachelor	State	✓	✓	1,001
*Atlanta University	Atlanta	Doctoral	Private	✓	✓	681
*Clark College	Atlanta	Bachelor	Methodist	✓	✓	770
*Fort Valley State College	Fort Valley	Master's	State	✓	✓	1,034

* The 123 institutions listed here were identified by the Institute of Higher Education as enrolling on a full-time equivalent basis a predominance of Negro students in 1963-64. The eighty-nine institutions which contributed detailed information about their operations for the purpose of this report are identified by asterisks before their names.

* "Accredited" indicates membership in the appropriate regional accrediting association in all cases except for the two identified by "P" which are accredited by the appropriate professional accrediting agency.

* "USOE List" indicates that the institution is listed in Part I of the United States Office of Education Education Directory, 1963-1964.

PREDOMINANTLY NEGRO COLLEGES AND UNIVERSITIES IN THE UNITED STATES, 1963-1964 — Cont.

INSTITUTION	LOCATION	TYPE	AFFILIATION	ACCREDITED*	USOE LIST*	TOTAL ENROLLMENT
Interdenominational Theo. Center	Atlanta	Master's	Interdenom'l	✓	✓	105
*Storehouse College	Atlanta	Bachelor	Private	✓	✓	810
*Morris Brown College	Atlanta	Bachelor	AME	✓	✓	921
*Paine College	Augusta	Bachelor	Meth. & AME	✓	✓	430
*Savannah State College	Savannah	Bachelor	State	✓	✓	1,160
*Spelman College	Atlanta	Bachelor	Baptist	✓	✓	596
KENTUCKY						
*Kentucky State College	Frankfort	Bachelor	State	✓	✓	868
Simmons University	Louisville	Bachelor	Nat'l Baptist	—	—	134
LOUISIANA						
*Dillard University	New Orleans	Bachelor	Private	✓	✓	882
*Grambling College	Grambling	Bachelor	State	✓	✓	3,049
*Southern University A & M	Baton Rouge	Master's	State	✓	✓	5,703
*Xavier University	New Orleans	Master's	Roman Catholic	✓	✓	800
MARYLAND						
*Bowie State College	Bowie	Bachelor	State	✓	✓	365
Coppin State College	Baltimore	Bachelor	State	✓	✓	370
Maryland State College	Princess Anne	Bachelor	State	✓	✓	542
*Morgan State College	Baltimore	Bachelor	State	✓	✓	2,699
MISSISSIPPI						
*Alcorn A & M College	Osman	Bachelor	State	✓	✓	1,423
*Coahoma Junior College	Clarksdale	Junior	State	—	✓	419
*J. P. Campbell Junior College	Jackson	Junior	AME	—	✓	171
*Jackson State College	Jackson	Master's	State	✓	✓	1,222
MISSISSIPPI (Continued)						
*Mary Holmes Junior College	West Point	Junior	Presbyterian	—	✓	212
Mississippi Industrial College	Holly Springs	Bachelor	CME	—	✓	497
*Mississippi Vocational College	Itta Bena	Bachelor	State	—	✓	1,235
Natchez Junior College	Natchez	Junior	Baptist	—	✓	187
*Okolona College	Okolona	Junior	PF	—	✓	238
Piney Woods Country Life School	Piney Woods	Junior	Private	—	✓	93
Prentiss N & I Institute	Prentiss	Junior	Private	—	✓	195
*Rust College	Holly Springs	Bachelor	Methodist	—	✓	546
Saints Junior College	Lexington	Junior	Ch. of God	—	✓	17
*T. J. Harris Junior College	Meridian	Junior	City	—	✓	187
*Tougaloo Southern Christian College	Tougaloo	Bachelor	AMA & UCMS	✓	✓	480
Utica Junior College	Utica	Junior	County	—	✓	364
MISSOURI						
*Lincoln University	Jefferson City	Master's	State	✓	✓	1,483
NORTH CAROLINA						
*Agricultural Tech. Coll. of North Carolina	Greensboro	Master's	State	✓	✓	2,910
*Barber-Scotia College	Concord	Bachelor	Presbyterian	✓	✓	311
*Bennett College	Greensboro	Bachelor	Methodist	✓	✓	578
Elizabeth City State College	Elizabeth City	Bachelor	State	✓	✓	801
*Fayetteville State College	Fayetteville	Bachelor	State	✓	✓	985
*Johnson C. Smith University	Charlotte	Bachelor	Presbyterian	✓	✓	1,027
Kittrell College	Kittrell	Junior	AME	—	✓	211
*Livingstone College	Salisbury	Bachelor	AMEZ	✓	✓	692
Mecklenburg College	Charlotte	Junior	City	—	✓	186
*North Carolina College at Durham	Durham	Doctoral	State	✓	✓	2,483
* Merged with Charlotte College.						

PREDOMINANTLY NEGRO COLLEGES AND UNIVERSITIES IN THE UNITED STATES, 1963-1964 — Cont.

INSTITUTION	LOCATION	TYPE	AFFILIATION	ACCREDITED*	USOE LIST*	TOTAL ENROLLMENT
*St. Augustine's College	Raleigh	Bachelor	PE	✓	✓	732
*Shaw University	Raleigh	Bachelor	Baptist	✓	✓	635
*Winston-Salem State College	Winston-Salem	Bachelor	State	✓	✓	1,212
OHIO						
*Central State College	Wilberforce	Bachelor	State	✓	✓	2,005
*Wilberforce University	Wilberforce	Bachelor	AME	✓	✓	373
OKLAHOMA						
Langston University	Langston	Bachelor	State	✓	✓	721
PENNSYLVANIA						
Cheyney State College	Cheyney	Bachelor	State	✓	✓	922
*Lincoln University	Lincoln University	Bachelor	Private	✓	✓	434
SOUTH CAROLINA						
*Allen University	Columbia	Bachelor	AME	—	✓	719
Benedict College	Columbia	Bachelor	Baptist	✓	✓	975
*Claflin College	Orangeburg	Bachelor	Methodist	✓	✓	474
Clinton College	Rock Hill	Junior	Methodist	—	—	136
Friendship Junior College	Rock Hill	Junior	Baptist	—	—	198
Mather College	Beaufort	Junior	Baptist	—	—	60
Morris College	Sumter	Bachelor	Baptist	—	✓	450
*South Carolina State College	Orangeburg	Master's	State	✓	✓	2,519
*Voorhees School and Junior College	Denmark	Junior	PE	✓	✓	208
TENNESSEE						
*Fisk University	Nashville	Master's	Private	✓	✓	955
*Knowlville College	Knowlville	Bachelor	United Presby.	✓	✓	747
MISSISSIPPI						
*Lane College	Jackson	Bachelor	CME	✓	✓	537
*LeMoyne College	Memphis	Bachelor	AMA	✓	✓	575
*Meharry Medical College	Nashville	Doctoral	Private	✓	✓	367
*Morristown College	Morristown	Junior	Methodist	✓	✓	215
*Owen College	Memphis	Junior	Baptist	✓	✓	332
*Tennessee A & I State University	Nashville	Master's	State	✓	✓	4,200
TEXAS						
*Bishop College	Dallas	Bachelor	Baptist	✓	✓	938
*Butler College	Tyler	Junior	Baptist	—	—	75
*Huston-Tillotson	Austin	Bachelor	Private	✓	✓	575
Jarvis-Christian College	Hawkins	Bachelor	Disc. of Christ	—	—	547
Mary Allen College	Crockett	Junior	Baptist	—	—	12
Paul Quinn College	Waco	Bachelor	AME	—	—	304
*Prairie View A & M College	Prairie View	Master's	State	✓	✓	3,418
*St. Philip's College	San Antonio	Junior	Co. or Dist.	✓	✓	369
Southwestern Christian College	Terrell	Junior	Ch. of Christ	—	—	80
*Texas College	Tyler	Bachelor	CME	—	—	387
*Texas Southern University	Houston	Master's	State	✓	✓	3,856
Tyler District College	Tyler	Junior	County	✓	✓	222
*Wiley College	Marshall	Bachelor	Methodist	✓	✓	525
VIRGINIA						
*Hampton Institute	Hampton	Master's	Private	✓	✓	1,656
*St. Paul's College	Lawrenceville	Bachelor	PE	✓	✓	406
*Virginia State College	Petersburg	Master's	State	✓	✓	3,884
*Virginia Theological Seminary	Lynchburg	Bachelor	Baptist	—	✓	197
*Virginia Union University	Richmond	Bachelor	Baptist	✓	✓	1,218
WEST VIRGINIA						
*Bluefield State College	Bluefield	Bachelor	State	✓	✓	609
West Virginia State	Institute	Bachelor	State	✓	✓	2,636

* Merged with Texas Christian College.

2. To open the doors of the predominantly black college to ALL students with educational opportunities which match those elsewhere available in quality and variety.

For all these years Virginia Union, located on the Northside of Richmond, has been an integral part of Richmond's development. A special effort is made to bring the campus to the City, to erase the gap between "the gown and the town, and to eradicate all myths regarding the irrelevance of the Ivory Tower to the problems of people as they live their lives daily."⁴

Virginia Union is a Liberal Arts College of approximately 3,000 full and part-time students offering the Bachelor of Arts, the Bachelor of Science, and the Master of Divinity Degrees.

Its purpose after emancipation was to free men's minds to the leaders in the American culture of which they were now free citizens, to help them establish a normal family life, to provide the education and know-how to secure and own property. Therefore, their academic programs were and are now designed to serve students interested in becoming physicians, dentists, scientists, social workers, lawyers, accountants, business administrators, religious workers, civil service workers and teachers.

It is now fully accredited by The Southern Association of Colleges and Secondary Schools and by The American Association of Theological Schools. It is a member of The Association of American Colleges and The American Council on Education. As a member of the University Center in Virginia, Virginia Union shares nationally prominent visiting scholars brought by The Center with other Virginia colleges and universities.

Its problems are those shared by other small black Liberal Arts colleges:

1. Although faculties and student bodies are becoming increasingly integrated, they seem destined to be the major source of a college education for Negro youths in the United States.

2. Hiring competent faculty becomes increasingly difficult as business and industry compete for the hiring of highly competent and trained Negroes at higher salaries.

3. Old and dilapidated buildings in need of repair or replacement influence parents who are financially able to send their students to "white prestige" colleges and state universities where fees are sometimes less.

4. Many black students entering as freshmen come poorly prepared from their public schools and require much remediation before college level work can be attempted.

5. The white majority has assigned an inferior status to the all-black college, even though it has been partially integrated, resulting in an adverse effect on student personality, achievement and motivation.

What does the future hold for the black college? There are some positive forces operating to assist them to survive:

1. The Federal Government is allocating funds to strengthen developing institutions.

2. The American Council on Education is attempting to bring Negro colleges in closer contact with other higher educational institutions in America.

3. A "Big Brother" program has been promoted to pair a large integrated university in the North with a predominantly black smaller college.

4. Competition among all institutions is keen to attract the qualified Negro student, offering attractive financial aid and educational packages.

5. Scholarship funds have been set up to assist students from disadvantaged segments of the country to attend college.

McGrath has some recommendations to maintain and strengthen existing institutions:

1. None of the predominantly Negro colleges should be allowed to die, so a coordinated institutional effort should be made to merge two or more struggling institutions, whether they be black or white.
2. Graduate work should be strengthened in a limited number of fields to which students should be admitted regardless of race.
3. A central college library center should be established among neighboring schools to act as a purchasing and cataloguing agent for a number of small college libraries.
4. More advice and assistance is needed from the Southern Regional Education Board, The Southern Association of Colleges and Schools to deal with problems of kind and quality of faculty, size and character of student body, size and character of physical plant, financial support, etc.
5. The curricula needs change. Liberal Arts should be strengthened to prepare graduates for advanced education, medicine, law, dentistry, social work.
6. Tuition fees should be kept low and loans, scholarships and fellowships increased.
7. Equity and prudence require that the doors of educational opportunities in the predominantly Negro colleges be thrown wide open to all and that the education they provide will match that available elsewhere in quality and variety.⁵

James Rosser, writing of black scholars in higher education, says:

We must begin to develop change agents among black students, students who will demonstrate the competencies necessary for penetrating the strategic decision-making centers of institutions vital to the American system. Black educators must begin to put their jobs and social status on the line...., because to correct current flaws can only be achieved by the complete transformation of existing social systems, including educational systems.⁶

Many schools in the South labeled "Negro Colleges" will continue to represent the major and only cultural influence existing in some communities for

whites as well as blacks. The Black Manifesto for Education, envisions a new perspective for black institutions of higher education in black communities:

They must develop a plan, a blueprint for a unique university - a black university - that will teach and contribute to world knowledge through research for and about black people. It will build a new educational model - one that is pro-black, not anti-white. It can be a contribution to a new world where manhood is possible for all at the expense of none.

Whether institutions of higher education become fully integrated, or the black university emerges, Dr. W.E.B. DuBois, scholar and author, advocates the Socratic "Know thyself.:

Whatever his color, when a student goes through college he ought to go through a general process of becoming acquainted with his own ability and desires, so that by the time he graduates he will have a fairly clear idea of what place he can and ought to occupy in the world.

Old antagonisms still exist but blacks and whites are looking forward. There is dialogue between the races and potential leaders are rising from the black colleges, a hopeful sign for their future, as well as the future of America.

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